



## NC Ready SASS Mini-Grant

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### Goals of the Grant:

- Classify levels of teacher efficacy and analyze the impact on student learning;
- Interpret the instructional implications of Common Core State Standards and assessments to establish quantitative and qualitative measures of successful implementation;
- Increase the fidelity of evidence gathering to measure implementation of new standards and aligned, more rigorous, instructional practices;
- Evaluate the rigor of instruction within their school and identify areas of strength and need;
- Connect implementation of CCSS to the NC Teacher Evaluation Process;
- Apply differentiated coaching techniques to develop teacher talent and increase capacity to implement new standards;
- Connect instructional coaching and leadership skills to the development of positive school culture; and
- Establish and strengthen relationships between K-12 educational leaders and post-secondary faculty.

Grant Participants – NELA Districts		
District	Schools	Role(s)
Bertie	W. Bertie ES, Aulander ES	Principals
Edgecombe	S. Edgecombe MS, Pattillo School	Asst. Principals
Franklin	Franklinton ES, Cedar Creek MS	Curr. Resource Teachers
Halifax	Everetts ES, Enfield MS	Instructional Coaches
Hertford	CS Brown HS	Principal
Martin	EJ Hayes ES, Central Office	Instructional Leadership, AIG/Writing Coordinator
Nash-Rocky Mount	Hubbard ES, Edwards MS	Principal, Asst. Principal
Vance	Clarke ES, Pinkston Street ES	Principals
Warren	Vaughan ES, S. Warren ES	Principals
Weldon City	Weldon ES, HS	Interim Principal, Asst. Principal

### Activities Summary

- 1 full-day seminar to launch the process and program components for the whole group of participating administrators and interns.
- 3 on-site coaching sessions scheduled in district schools repeated am/pm for each of the 2 ten participant cohorts (total of 3 full days). Each day of on-site sessions will be scheduled in a different participating NELA district to maximize potential for cross-district communication and coordination.
- 1 full-day session with the whole group to conclude the process and identify next steps for sustaining the process in each participants' school.

### Timeline

- Oct. 3, 2013 – **Session 1** – Gateway Center
- Nov. 4 – Session 2 **Classroom visits:** Weldon HS and Weldon ES visits
- Dec. 9 – Session 3 **Classroom visits:** Clarke ES and Pinkston St. ES
- Jan. 13, 2014 – Session 4 **Classroom visits:** Pattillo School and S. Edgecombe MS
- Mar. 6 – **Session 5** – Gateway Center
- Mar. 10-14 – Follow-up



## NC Ready SASS Mini-Grant

Participant Survey Results		
Item/Question	Pre-Survey - Oct. 2013	Post-Survey - Mar. 2014
<b>Classroom Observation –</b> Identifying patterns	45% Confident 5% Very confident	69% Confident 8% Very confident
<b>Teacher Evaluation –</b> Collecting evidence for Standard 4	50% Confident 20% Very confident	62% Confident 23% Very confident
<b>Teacher Evaluation –</b> Comparing and calibrating with other administrators	45% Confident 0% Very confident	69% Confident 23% Very confident
<b>Teacher Coaching</b>	0% Very confident in all areas	Using data – 8% Very confident Following a protocol – 23% Differentiating – 23%
<b>Implementing Common Core</b>	0% Very confident in all areas	Interpreting – 23% Very confident Identifying/measuring effective implementation – 8% Guiding teachers – 15%
<b>Rigorous instruction</b>	0% Very confident in all areas	Defining/identifying elements – 8% Very confident Measuring/guiding teachers – 15%

### Participant Feedback

(Based on participants estimates of rigorous instruction aligned to Common Core State Standards)

*Q - For any differences that exist between your Aug/Sept 2013 and present ratings, what elements do you think account for the changes?*

*A-*

“Participating in the grant activities has been very beneficial in my ability to coach teachers effectively.”

“My skills have increased in this area due to the face-to-face training's that I received and with the tools that have been given to us.”

“Empowering the teachers to take on leadership roles within the school and also providing the more experienced teachers with extra positive reinforcement via the quick note template.”

“This grant has had a major impact on my ability to develop teacher talent due to the fact that it has sharpened my eye for what to look for in the classroom and increased my ability to provide growth producing feedback.”

“I have been provided with many resources through these grant activities to support teacher talent. I am still trying to implement many of them as my comfort level increases. Continued practice will help build my confidence.”